DOCUMENT RESUME

ED 352 862 FL 800 593

TITLE	Teaching Basic Skills in Life Skills Contexts: An Inservice Training Module for LVA-CT English as a Second Language Tutors.
INSTITUTION	Literacy Volunteers of America--Connecticut, Hartford.
PUB DATE	92
NOTE	50p.
AVAILABLE FROM	Literacy Volunteers of America-Connecticut, Inc., 30 Arbor St. South, Hartford, CT 06106 ($8).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Basic Skills; Classroom Techniques; Curriculum Design; *Daily Living Skills; *English (Second Language); Instructional Materials; Lesson Plans; *Literacy Education; Pattern Drills (Language); Second Language Instruction; Teacher Education; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS	*Constructalog; Literacy Volunteers of America Inc

ABSTRACT

The set of instructional materials is designed as a training module for volunteer tutors in English as a Second Language (ESL) for adults. It presents the content of a workshop, about 2.5 hours long, with three main objectives: to (1) help tutors understand the distinction between basic skills and life skills in ESL; (2) develop skills in two teaching techniques useful for integrating the different kinds of skills; and (3) prepare for classroom implementation through lesson planning. The curriculum can also be used in two consecutive, briefer sessions. Small group exercises are used throughout the workshop. The curriculum is divided into four segments. The first is designated for welcoming remarks, introductions, establishment of presenters' and participants' goals, and administrative details. The small group activity is paired introductions. The second segment introduces different types of ESL curricula and the distinction between basic and life skills. Small group activities include a discussion of curricular approaches and a review of sample materials. The third workshop segment addresses instructional techniques for integrated skills tutoring. Small group activities are exercises in the Constructalog Technique, a grid drill technique, and lesson planning. The final program segment is for processing, evaluation, and closing. Ten handouts are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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TEACHING BASIC SKILLS IN LIFE SKILLS CONTEXTS:

AN INSERVICE TRAINING MODULE FOR LVA-CT ENGLISH AS A SECOND LANGUAGE TUTORS

Literacy Volunteers of America - Connecticut, Inc.
30 Arbor Street - South
Hartford, CT 06106

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ENGLISH AS A SECOND LANGUAGE TUTORS

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Hartford, CT 06106

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LITERACY VOLUNTEERS OF AMERICA - CONNECTICUT, INC.

Teaching Basic Skills In Life Skills Contexts:

An Inservice Training Module For Lva-ct

English As A Second Language Tutors

Acknowledgments

Literacy Volunteers of America - Connecticut (LVA-CT) would like to gratefully acknowledge the assistance of the Connecticut State Library, and in particular the assistance of Ms. Pat Owens, Director of the Division of Public and Cooperative Library Services, in the development of this module.

Pat and the State Library's understanding of the need for the module, and their on-going support of the mission and programs of LVA-CT, has been essential to the success of our efforts in assisting Connecticut's adults in need of basic education services.

Charles M. Harns
Director of Education

LITERACY VOLUNTEERS OF AMERICA - CONNECTICUT, INC.

TEACHING BASIC SKILLS IN LIFE SKILLS CONTEXTS:

AN INSERVICE TRAINING MODULE FOR LVA-CT

ENGLISH AS A SECOND LANGUAGE TUTORS

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ENGLISH AS A SECOND LANGUAGE TUTORS

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TEACHING BASIC SKILLS IN LIFE SKILLS CONTEXTS:

AN INSERVICE TRAINING MODULE FOR LVA-CT ENGLISH AS A SECOND LANGUAGE TUTORS

Introduction

The idea for this training module came from the staff and tutors of the Literacy Volunteers of America-Connecticut (LVA-CT) local affiliate programs. Over the past few years many of these program staff, and many of their English as a second language (ESL) tutors, have participated in special inservice workshops that focused on teaching ESL basic skills within the context of the real life communication needs of their students. These workshops, sponsored by the state office of LVA-CT, were well-attended and received favorable reviews from the participants.

In order to reach even more LVA-CT ESL tutors with this inservice, the LVA-CT state office set the goal of turning the workshop into an easy-to-use training module, so that the local affiliate programs could run the workshops themselves. The state office successfully pursued funding for the development, pilot testing and distribution of the module through a fiscal year 1992 Library Services and Construction Act, Title I grant, from the Connecticut State Library.

How the Module is Organized

The module presents an approximately two and one-half hour workshop in ESL instruction, designed to serve the needs of LVA-CT tutors. The module has three primary components: (1) Developing an understanding of the distinction between *basic* and *life* skills in ESL, how they are applied in different ESL curricular approaches, and how these approaches appear in commercial ESL curricula; (2) Developing skills in two general techniques that can be helpful in *basic/life* skill ESL tutoring; and (3) Preparing to apply what has been learned in the workshop through the development of an integrated lesson plan.

Throughout the workshop the participants are asked to engage in a series of small group exercises. These exercises provide the opportunity for participants to share what they already know, to learn from one another, and, through their questions, comments and the products they produce, to demonstrate the extent to which the workshop objectives have been met.

How to Use the Module

The module is meant to be used to create one two and one-half to three-hour training session for a small group of tutors of adult ESL students. If such a session is not possible, we would suggest that Parts I and II are presented at one session, and Parts III and VI on the following day or soon thereafter. We encourage users to build upon the module, and in particular to expand Part III of the workshop to include in subsequent workshops other ESL instructional techniques that may be useful in a *basic/life* skill approach to tutoring. It is assumed that the person serving as trainer has good knowledge of ESL instructional practices and is quite familiar with the idea of teaching basic skills in life skills contexts, though it is not assumed that the trainer is a professional in the field of ESL instruction.

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TEACHING BASIC SKILLS IN LIFE SKILLS CONTEXTS:

AN INSERVICE TRAINING MODULE FOR LVA-CT ENGLISH AS A SECOND LANGUAGE TUTORS

Time Frame: Approximately 2 3/4 Hours

Materials:

(1) Newsprint and markers
(2) Pens and paper for the participants
(3) Sample commercial ESL curricula representing a variety of ESL curricular approaches. The recommended sample materials for this purpose are listed on ***Handout 4: List of Sample ESL Curricula***, and are available to LVA-CT affiliates through the LVA-CT State Office, Books by Mail library.

PART I: WELCOME, INTRODUCTIONS, PRESENTER'S AND PARTICIPANTS' GOALS, HOUSEKEEPING
Time: 15 Minutes

5 Min The trainer welcomes the participants to the workshop and introduces her/himself. The trainer organizes **Activity 1: Paired Introductions**.

Activity 1: 10 Min **PAIRED INTRODUCTIONS**

In this exercise the participants form pairs and are asked to interview one another for 3-5 minutes each, using ***Handout 1: Guide For Paired Interviews***. As the participants briefly introduce their partners, the trainer makes note on newsprint of the specific questions/ expectations/concerns the participants have expressed in the introductions. The trainer also creates on the board a running list of examples of *life skills* and *basic skills* offered by the participants as part of the introduction process.

The trainer reviews the questions/expectations/concerns listed and compares them with her/his objectives for the session, noting which will or will not likely be addressed. Based on this information the trainer may place a heavier emphasis on a particular part of the training design. The trainer distributes ***Handout 2: Trainer Contact Information and Workshop Objectives***, noting areas that will have increased/decreased emphasis. The trainer adds "housekeeping" information at this point: length of the session, location of rest rooms, break times, availability of refreshments, and so forth. If this workshop is a Connecticut CEU (Continuing Education Unit) activity, the appropriate sign-in sheet is circulated at this time.

PART II: TYPES OF ESL CURRICULA, & BASIC/LIFE SKILLS DISTINCTION
Time: 50 Minutes

Activity 2: 15 Min

UNDERSTANDING ESL CURRICULAR APPROACHES

The trainer asks the participants to form table groups of from three to five people, depending on the total number of participants. Each participant receives a copy of ***Handout 4: ESL Curricular Approaches***, and is given a few minutes to read it individually. Participants then work with their table group to answer the following questions, which the trainer puts on the board:

1) What is meant by a curricular approach in ESL instruction?
2) Why are both Grammatical/Structural and Functional/Notional approaches included in the *Basic Skills* classification?
3) Add two or three more examples of areas that may be covered in each of the three approaches.
4) Note any questions you want answered, or ideas you want to add, concerning curricular approaches to ESL instruction.

When the table groups have finished answering the questions, the trainer works through the questions asking all groups to contribute their answers. Some possible additional examples of what may be covered in each of the approaches are:

Grammatical/Structural:	- Count/Non-Count Nouns - Superlatives - Must vs. Should
Functional/Notional:	- Sympathizing - Offering to do something - Asking permission
Life Skill:	- Buying food at the supermarket - Participating in a parent-teacher meeting

The tainer refers to the list of basic and life skills generated in Activity 1, and compares/integrates it with the examples generated in this activity.

5 Min **REVIEW OF ACTIVITY #2**

The trainer summarizes the key points from the workshop thus far: (1) the difference between basic and life skills, (2) the types of curricular approaches, (3) the goal of creating ESL lessons that teach basic English language skills in a life skills context. The trainer ensures that any questions, ideas or concerns expressed by the participants during or after Activities 1 & 2 are responded to.

The trainer introduces **Activity 3: Review of Sample Materials**. In this activity the participants will be given the opportunity to review several samples of commercially available ESL material, and analyze them as to their curricular approach and decide how/if they could be used in creating ESL basic/life skill lessons.

Activity 3: 15 Min **REVIEW OF SAMPLE MATERIALS**

Participants remain in their table groups and each table group is given a copy of one of the sample materials. These materials are listed on ***Handout 4: List of Sample ESL Curricula***. The groups are asked to spend from 5-7 minutes reviewing the material and completing ***Handout 5: Sample ESL Materials Review Sheet***. When a group completes their review of one of the samples, they are given another to review. Two samples, representing different curricular approaches, may be reviewed by each table as part of this activity. The trainer asks each table to report-out on one of the sample materials. It is helpful to ensure that samples representing very different approaches are reported on, for example:

Impact! (Book 1): (primarily basic skill, grammatically-based), Expressways: (highly integrated, has a life skill orientation in volumes 1 & 2, with special attention to functional/notional basic skill development), and Side by Side: (primarily grammatically-based, but the grammar is integrated into life skill situations).

5 Min **REVIEW OF ACTIVITY 3**

The trainer summarizes key points from the previous activity. Stress that any of the sample materials may be quite useful if used judiciously in the development of lessons. For example, Impact! may be useful when needing to reinforce a particular grammar point, but a grammar-based approach is not recommended as an overall approach to instruction. The danger lies in using most any of the materials "whole cloth", although this danger is lessened with the use of the highly integrated materials.

Thus far the workshop has looked at curricular approaches to ESL, highlighted the distinction between basic and life skills, and has focused on how these ideas are represented in commercial ESL materials. The next part of the training will focus on teaching techniques ESL tutors can use when developing lesson plans. Ultimately, tutors can integrate the judicious use of commercially available materials in a lesson that uses a number of general teaching techniques, and that focuses on building basic English skills in life skills contexts.

10 Min **BREAK**

PART III: ESL TECHNIQUES FOR BASIC/LIFE SKILL TUTORING
Time: 85 Minutes

5 Min **INTRODUCTION**

The trainer introduces this part of the training by re-stating that ESL lesson plans for tutoring sessions need not follow lock-step the plans presented in commercial ESL materials. In fact, most lesson plans will be home-made, and will use a number of teaching techniques and materials -- some home-made and some not.

In this part of the training we will look at two techniques that may be useful to tutors in creating lessons that teach basic skills in a life skills context. Following this part of the training the participants will be given the opportunity to create basic/life skill lesson plans that use both general language teaching techniques and commercially available materials.

Activity 4
20 Min

CONSTRUCTALOG TECHNIQUE

The participants form table groups of from 3 to 5 people, with participants who have approximately the same proficiency level of ESL students seated together. The trainer distributes ***Handout 6: Constructalog Technique***, and gives the participants a few minutes to briefly review it.

The trainer asks for any participant to briefly summarize the mechanics of the technique, that is, how one does a Constructalog with students. The trainer adds any needed additional information.

Each table group is asked to choose one life skill need that their student may indicate is important to them. Participants are encouraged to peruse ***Handout 7: Priority Competency List for Adult Basic Education*** to get ideas. Once the life skill area has been decided upon, the table group creates a plan for doing a Constructalog with a student, and to practice or model that plan with one another -- one of the participants taking the role of the ESL student. Each table group collaborates to create and practice one plan for one student. Each group is asked to consider the kind/level of student their plan would be best suited for, and any special resources needed to carry out the plan.

The trainer faciliates a sharing of these Constructalog plans between the groups, ensuring that each group shares information on the kind/level of student appropriate for their plan, the Life Skill area that the plan addresses, and any special materials or resources needed for their Constructalog.

Activity 5
30 Min

GRID DRILL TECHNIQUE

Participants remain in their table groups and are given a copy of ***Handout 8: Grid Drill Technique***. The trainer demonstrates the use of Grid Drill following the example on the first two pages of the handout. [5 Minutes]

Participants are then asked to peruse and discuss the entire handout. The trainer circulates among the groups assisting and answering questions where needed. Following this the trainer shares ideas, concerns and questions that s/he learned from the table groups with the entire group, and answers any lingering questions. [5 Minutes]

The table groups are then asked to create their own grid drill, applying it to the Life Skill area they chose for their Constructalog, and to prepare to demonstrate to the rest of the group how they would use their grid drill, and how it might fit into a larger lesson plan. [10 Minutes]

The table groups report-out on and demonstrate their Grid Drills, explain the grid they chose to use and the Life Skill area it focuses on, and the way in which it might fit into a larger lesson plan. [10 Minutes]

The trainer adds any needed summary and clarification information, and brings the exercise to closure.

5 Min **REVIEW AND REFRESH**

The trainer puts the preceding two activities into the context of the whole workshop. Thus far the participants have:

(1) Examined the difference between *Basic* and *Life* skills,
(2) Considered several different curricular approaches to ESL and examined selected commercial publishers' materials for their approaches,
(3) Practiced two examples of general ESL teaching techniques that can be used to teach basic skills in life skills contexts.

In the next, and last, part of the training the participants will be asked to create sample lesson plans for teaching ESL basic skills in life skills contexts.

10 Min **BREAK**

Activity 6
15 Min

LESSON PLANNING EXERCISE

Participants remain at table groups and each participant is given a copy of ***Handout 9: Lesson Planning Exercise***. While participants remain with their table groups, they are asked to each individually develop a lesson plan following the format on the handout. Participants are encouraged to use their table group partners as resources and sounding boards for their ideas, but each individual participant creates their own lesson plan.

Towards the end of this activity each table group is advised to select one of their group's lesson plans to report on to the full group.

Individuals from each table group report on their lesson plans to the full group. The trainer facilitates questions/answers and discussion.

PART IV: PROCESSING, EVALUATION AND CLOSURE
Time: 15 Minutes

10 Min To "process-out" today's session with the participants, the trainer asks the group as a whole these questions, for any or all to respond to, and writes responses on the board:

1. What did we do here today? Can someone review and summarize for us?
2. What did you learn from today's session?
3. What was important or especially useful to you?
4. How will you apply this in your work with LVA?
5. Is there anything anyone wants to add or comment on?

Activity 7
5 Min

WORKSHOP EVALUATION

Participants are asked to remain at their table groups, but to work individually on ***Handout 10: Workshop Evaluation***. Participants are encouraged to discuss the questions and their possible responses with their group partners, if they so wish. The trainer collects the completed evaluations. Goodbye and thank you.

Guide For Paired Interviews

Choose a participant as a partner to form your interview pair. Use 2 minutes to interview your partner, using the questions provided below. When one interview is completed, switch roles. Be prepared to introduce your partner to the group, providing the information from the interview and any other information your partner wishes to share with the group. Use no more than 5 minutes for both interviews.

Interview Questions:

1. What is your name and what is your role with LVA-CT? Have you had other roles in the past?

2. How long have you been with LVA?

3. If you now tutor or if you have tutored an ESL student, can you tell me what was the most satisfying part of that experience? What was the most challenging part?

4. What are your main interests outside of LVA?

5. Do you have any special questions, expectations or concerns you want addressed in this training?

6. What would you say is the difference between a *Life Skill* and a *Basic Skill* in ESL instruction? Can you take a guess and provide an example of each?

Basic Skill	Life Skill

Trainer Contact Information And Workshop Objectives

Trainer Contact Information:

Workshop Objectives:

By the end of this workshop the participants will be able to:

1. Differentiate between *Life Skills* and *Basic Skills* in ESL instruction.
2. Differentiate between grammatical/structural, functional/notional, and life skill based commercial ESL curricula.
3. Demonstrate an understanding of methods that can be used for developing basic and life skills together in ESL tutoring.
4. Develop and possibly demonstrate a lesson plan for a tutoring session that teaches ESL basic skills in a life skills context.

ESL CURRICULAR APPROACHES

There are many approaches to ESL curriculum design and each has its own strengths. By understanding the differences between some of the approaches commonly found in commercial ESL materials, ESL tutors can more easily select and adapt these materials for use with their particular student(s), or plan and develop their own curricula. LVA-CT encourages tutors to do both.

Because ESL students often have so many important immediate needs that must be met through improved communication abilities in English, LVA-CT suggests that tutors create lessons that teach basic language skills in such a way that it will help the students meet these needs. We may call these needs *Life Skill* or *Life Competency* needs. We suggest, then, that basic skills be taught in life skills contexts.

In order to accomplish this the tutor should be able to judge whether commercially available materials are using a curricular approach that is primarily basic skill oriented, or primarily life skill oriented, or that is a combination of both. Most commercial ESL curricula integrate several different curricular approaches -- only rarely do we find commercial curricula that is entirely based on one approach. However, most commercial curricula, even those that are integrated, do rely most heavily a single kind of approach. Using materials that focus largely on basic skills development may leave the student without the ability to apply those skills in daily life situations. Materials that focus largely on life skill development may or may not have well-thought-out rationales for the underlying basic skills that are enmeshed in the curriculum, or may not include the particular life skills a student needs.

The challenge for the tutor is: (1) to assess with the ESL student what the student's most important life skill needs are; (2) to assess how much attention must be given to the development of the underlying basic skills that will enable the student to develop those life skills; (3) to identify, adapt or develop the curricular materials that will be most useful in helping the student meet those basic and life skill needs; and (4) to turn those materials into an active, effective, and enjoyable lesson through the use of a variety of instructional techniques.

Here are examples of what may be included in three possible curricular approaches to ESL. These approaches are found in many of the most popular commercially available materials. Again, these are only three possible approaches, and there are others.

ESL Curricular Approaches

The materials may be organized around and focus on:

I. Basic Skill Approaches

A. Grammatical/Structural Language Features
For example:
- parts of speech
- verb tenses
- separable two-word verbs
- adverbs of frequency

B. Functional/Notional Language Features
For example:
- Correcting a statement using a negative:
  "No, I never have . . ."
- Stating a preference:
  "I'd prefer . . .", or, "I'd much rather . ."
- Expressing satisfaction/dissatisfaction:
  "It's fine." or "It's just what I had in mind."

II. Life Skill/Competency-Based Approaches
For example:
- Interviewing for a job
- Using banking and financial information
- Interpreting clothing care information
- Using the telephone
- Understanding common ailments and seeking medical assistance
- Understanding/Inquiring about bus/train/plane schedules
- Asking for refunds

List of Sample ESL Curricula

The following materials were used as samples in this workshop, and are available through the LVA-CT *Books by Mail* library, and directly from the publishers.

Competency in English, A Life Skills Approach: McGraw Hill Publishers

English that Works: Scott, Foresman Publishers

Expressways (Book 2): Prentice Hall Publishers

Grammar in Action (Book 3): Newbury House Publishers

Impact! (Book 1): Addison-Wesley Publishers

Side by Side (Book 1): Prentice Hall Publishers

Speak for Yourself: Newbury House Publishers

Addison-Wesley Publishing Company
South Street
Reading, MA 01867
(800) 447-2226

MacMillian-McGraw Hill Company
Glencoe McGraw Hill division
13955 Manchester Road
Manchester, MO 63011
(800) 654-8608

Newbury House Publishers
A Division of Harper Collins Publishers, Inc.
East 53rd Street, 5th Floor
New York, NY 10022-5299
(800) 638-3030

Prentice Hall Regents
Cambridge Adult Education
4700 S. 5400 West
Salt Lake City, UT 84118
(800) 255-7162

Scott, Foresman And Company
Lifelong Learning Division
1900 East Lake Avenue
Glenview, OL 60025
(800) 323-9511 (IL)
(800) 323-5482

SAMPLE ESL MATERIALS REVIEW SHEET

As a group, briefly review the sample material provided. It may be helpful to begin by perusing the table of contents, and reading the publisher's description of the material. Following this, review one or two of the lessons or activities in the book, and respond to the following questions.

1. What is the basic curricular orientation of this material? If the material is highly integrated in its orientation, which orientation predominates? Which are the next most predominant orientations?

   Grammatical/Structural _____

   Functional/Notional _____

   Life Skill _____

   Other _____

2. Would you say the material focuses more on:

   Isolated Basic Skill Development _____

   Basic Skills Presented in a Life Skills Context: _____

   Life Skills with little Systematic Treatment of Underlying Basic Skills: _____

   Other: _____

3. Choose a lesson or a page from the material that can be used to demonstrate your view of the material to the rest of the participants.

   Page(s):

4. Note briefly some ideas as to how a tutor could use this material to create a lesson to teach basic English language skills in a life skills context:

5. Your general impression of the quality and usability of the material.

CONSTRUCTALOG TECHNIQUE

Purpose:

To involve students directly in the language class by giving them the opportunity to write their own dialogues. By trying to write their material, the students will also encounter linguistic problems that might stimulate questions and investigations into the language.

Brief Description:

The students are given pieces of language (words, phrases and sentences) and are asked to create a dialogue by using these pieces. This can be done with the students working individually, in pairs, or in small groups.

Sample Constructalog Format

The students respond to the question "What words or phrases would you hear or speak if you were interviewing for a job?" The teacher creates a newsprint/chalkboard list, creating categories as s/he goes for words, phrases, and sentences. The teacher adds her or his own ideas to the list. The list may look like this:

Job Interview Language

Words	Phrases
work	I want
job	I can
money	I have been
shift	I know how to
benefits	Do you have . . .?
experience	Do you provide
prefer	I like to/I prefer
never	How much ...?

Sentences:

What kind of person are you looking for?
I have a lot of experience.
I know this kind of work.
What shift is it?
Do you provide health insurance?
I learn quickly.
What is the pay?

CONSTRUCTALOG TECHNIQUE

Procedure:

1) Go over the list of words/phrases/sentences with the students to be sure they understand them and have some idea of how to use them. Have each student demonstrate their use of some of the language by creating sentences or small dialogues.

2) After the students have demonstrated a reasonable understanding of most of the presented language, have them work individually or in pairs to create and write a dialogue between an employer and a person interviewing for a job.

3) Circulate and check each dialogue as it is being written, offering helpful suggestions. Do not be too intrusive and do not insist on perfect products as they work. The students can later learn from their errors.

4) Have the students practice their dialogues in pairs, or if there is only one student, with their tutor.

5) In a larger group, have each pair present its dialogue to the full group. Encourage reactions, corrections, compliments and elaborations.

Notes:

1) It is usually helpful to limit the students' dialogues to approximately 12 lines.

2) Allow same-language pairs to talk in their native language (L-1) occasionally when creating the English written dialogue, but discourage them from talking exclusively in L-1. The use of L-1 can be used as an effective bridging tool to get to the new language (English).

The source for the Constructalog technique is:

Clark, Raymond C. (1987). Language teaching techniques: Resource Handbook Number 1 (Second, Revised Edition). Brattleboro, Vermont: Pro Lingua Associates. *Used with permission. [Available for $10.95 + shipping; Phone (800) 366-4775]*

PRIORITY COMPETENCY LIST

FOR

ADULT BASIC EDUCATION

CONNECTICUT ADULT PERFORMANCE PROGRAM

May 1991

Introduction

This list of Priority Competencies is the result of several processes. The life skills section was orginally derived from the CASAS (Comprehensive Adult Student Assessment System) Competency List. In 1988, Connecticut teachers implementing the Connecticut Adult Performance Program (CAPP) prioritized the life skill competencies according to instructional importance. Five life skill topic areas are included: Consumer Economics; Community Resources; Health; Occupational Knowledge; and Government and Law. Instructors also divided life skill competencices into beginning, intermediate, and advanced levels for English as a Second Language and Basic Skills based on general applicability. Two digit items are more general competency statements representing applied knowledge. Three digit items are performance indicators, specific tasks related to each competency statement. This portion of the list provides behavioral outcomes which represent the utilization and application of basic skills.

The fourth section of this document provides detailed lists of basic and enabling skills. These are, of course, embedded in the life skills contained in section one. **Computation skills are included only in this section.** The curriculum development process involves the integration of basic and life skills. Information provided in this document attempts to exemplify this concept.

Local programs should use this document as a starting point for curriculum development. The contents are to be shaped and molded to respond to client needs. These needs dictate course content. Competency selection and validation is a fluid process.

This edition of the Priority Competencies for Adult Basic Education coincides with the completion of the initial five year implementation period of the Connecticut Adult Performance Program (CAPP).

Andy Tyskiewicz

Compiled and edited by Charlote M. Meierhoefer
Connecticut Adult Education Staff Development Center
West Hartford, CT May 1991

LIFE SKILL COMPETENCIES

The following list is from the Comprehensive Adult Student Assessment System (CASAS) Competency List. These competencies are applicable to all levels of English as a Second Language students.

0. AURAL ASSESSMENT - The student will:

0.0. **Recognize picture s or demonstrate aural comprehension associated with personal identification, activity identification or oral language necessary to communicate in each of the five life skills areas.**

0.0.0. Identify the correct picture or appropriate response from oral cues

1.0. **Recognize pictures or demonstrate aural comprehension associated with** consumer economics.

1.0.0. Identify the correct picture or response from appropriate oral cues

2.0. **Recognize pictures or demonstrate aural comprehension associated** with community services.

2.0.0. Identify the correct picture or appropriate response from oral cues

3.0. **Recognize pictures or demonstrate aural comprehension associated with** health.

3.0.0. Identify the correct picture or appropriate response from oral cues

4.0. **Recognize pictures or demonstrate aural comprehension associated with** occupational knowledge.

4.0.0. Identify the correct picture or appropriate response from oral cues

5.0. **Recognize pictures or demonstrate aural comprehension associated with** government and law.

5.0.0. Identify the correct picture or appropriate response from oral cues

6.0. **Recognize pictures or demonstrate aural comprehension associated with** computation.

6.0.0. Identify the correct picture or appropriate response from oral cues

8.0. **Recognize pictures or demonstrate aural comprehension associated with** domestic skills.

8.0.0. Identify the correct picture or appropriate response from oral cues

0. BASIC COMMUNICATION - The student will:

0.1 **Social Language**

0.1.0. Identify the correct picture or appropriate response from oral cues

0.1.1. Identify or use appropriate non verbal behavior in a variety of situations (e.g. handshaking)

0.1.2. Identify or use expressions requesting basic information or assistance (e.g. Can you help me?)

0.1.3. Identify or use appropriate language in general conversation

0.1.4. Identify or use a variety of affective language functions (e.g. apologize, compliment, congratulate, complain, disagree, express pleasure, sympathy, disappointment and regret)

0.1.5. Identify or use appropriate classroom behavior (e.g. keep self on task, give and receive criticism constructively)

0.2. **Personal Identification**

0.2.0. Identify the correct picture or response from appropriate oral cues

0.2.1. Identify or use appropriate responses to personal information questions commonly asked in interviews and similar situations

0.3. **Clarification**

0.3.0. Identify the correct picture or response from appropriate oral cues

0.3.1. Clarify or request clarification

LIFE SKILLS COMPETENCIES
ESL BEGINNER

1. Consumer Economics

1.1. **Use weights, measures, measurement scales, and money**

1.1.6. Count, convert, and use coins and currency and ($) and (.)

1.1.5. Interpret temperatures

1.5. **Apply principles of budgeting in the management of money**

1.5.3. Interpret bills

1.2. **Apply principles of comparison shopping in the selection of foods and services**

1.2.1. Interpret advertisements, labels, or charts to select goods and services

1.3. **Understand methods and procedures used to urchase goods and services**

1.3.5. Use coupons to purchase goods and services

1.3.6. Use coin operated machines

1.4 . **Understand methods and procedures to obtain housing and services and related maintenance**

1.4.4 . Interpret information to obtain housing utilities

1.4.8. Recognize home theft and fire prevention measures

1.8. **Use banking and financial services in the community**

1.8.1. Demonstrate the use of savings and checking accounts

1.8.2. Interpret the procedures and forms associated with banking services

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile & interpret driving regulations**

1.9.1. Interpret highway & freeway signs

1.9.7. Recognize what to do in case of automobile emergencies

1.9.4. Interpret maps

1.6. **Understand consumer protection laws and resources**

1.6.1. Interpret food packaging labels

1.7. **Understand procedures for the care, maintenance, and use of personal possessions**

1.7.2. Interpret clothing care labels

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2. Community Resources

2.3. **Understand concepts of time**

2.3.1. Interpret clock time

2.3.2. Identify the months of the year and the days of the week

2.1. **Use the telephone and the telephone book**

2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls

2.1.1. Use the telephone directory and related publications to locate information

2.1.7. Take telephone messages

2.2. **Understand how to locate and use different types of transportation and interpret related travel information**

2.2.1. Ask for, give, follow, or clarify directions

2.2.2. Recognize and use signs related to transportation

2.2.3. Identify or use different types of transportation in the community

2.2.4. Interpret transportation schedules and fares

2.2.5. Use maps relating to travel needs

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.4. Read, interpret, and follow directions found on signs and directories

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets & publications

2.4. **Use the services provide by the Post Office**

2.4.1. Address letters, envelopes & packages

2.6. **Use leisure time resources and facilities**

2.6.2. Locate information in T.V., movie, and other recreational listings

2.6.4. Interpret restaurant menus & compute related costs

2.6.1. Interpret information about recreational and entertainment facilities and activities

3. Health

3.1. **Understand common ailments and seek appropriate medical assistance**

3.1.1. Interpret information about illness, including description of symptoms and doctor's directions

3.1.2. Identify information necessary to make or keep medical and dental appointments

3.3. **Understand how to select and use medications**

3.3.1. Identify and use necessary medications

3.3.2. Interpret medicine labels

3.4. **Understand basic health and safety procedures**

3.4.1. Interpret product label directions, warnings, danger signs & symbols

3.4.2. Identify safety measures that can prevent accidents and injuries

3.5. **Understand basic principles of health maintenance**

3.5.5. Identify practices that promote cleanliness and hygiene

4. Occupational Knowledge

4.1. **Understand basic principles of getting a job**

4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

4.1.2. Interpret job applications, resumes, and letters of application

5. Government and Law

5.3. **Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice**

5.3.1. Interpret common legal forms, rules & ordinances

5.1. **Understand concepts voting and political process**

5.1.1. Identify voter qualifications

5.1.3. Interpret a ballot

ESL INTERMEDIATE

1. Consumer Economics

1.1. **Use weights, measures, measurement scales, and money**

1.1.5. Interpret temperatures

1.1.1. Interpret recipes

1.1.3. Interpret maps and graphs

1.4. **Understand methods and procedures to obtain housing and services and related maintenance**

1.4.2. Interpret classified ads and other information to locate housing

1.4.4. Interpret information to obtain housing utilities

1.4.8. Recognize home theft and fire prevention measures

1.5. **Apply principles of budgeting in the management of money**

1.5.3. Interpret bills

1.8. **Use banking and financial services in the community**

1.8.1. Demonstrate the use of savings and checking accounts

1.7. **Understand the procedures for the care, maintenance, and use of personal possessions**

1.7.2. Interpret clothing care labels

1.7.3. Interpret operating instructions, directions, or labels for consumer products

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations**

1.9.7. Recognize what to do in case of automobile emergencies

1.9.4. Interpret maps

2. Community Resources

2.1. **Use the telephone and telephone book**

2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls

2.1.1. Use the telephone directory and related publications to locate information

2.1.7. Take telephone messages

2.3. **Understand concepts of time**

2.3.1. Interpret clock time

2.2. **Understand how to locate and use different types of transportation and interpret related travel information**

2.2.1. Ask for, give, follow, and clarify directions

2.2.2. Recognize and use signs related to transportation

2.2.4. Interpret transportation schedules and fares

2.2.5. Use maps relating to travel needs

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.4. Read, interpret, and follow directions found on signs and directories

2.5.5. Identify educational services and facilities and how to use them

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications

2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries

2.6. **Use leisure time resources and facilities**

2.6.4. Interpret restaurant menus & compute related costs

2.6.2. Locate information in T.V., movie, and other recreational listings

2.6.1. Interpret information about recreational and entertainment facilities and activities

3. <u>Health</u>

3.1. **Understand common ailments and seek appropriate medical assistance**

3.1.1. Interpret information about illness, including the description and symptoms and doctor's directions

3.1.2. Identify information necessary to make or keep medical and dental appointments

3.3. **Understand how to select and use medications**

3.3.1. Identify and use necessary medications

3.3.2. Interpret medicine labels

3.4 Understand basic health and safety procedures

3.4.1. Interpret product label directions, warnings, danger signs, and symbols

3.2. Understand medical and dental forms and related information

3.2.1. Fill out medical health history forms

3.2.2. Interpret immunization requirements

3.5 **Understand basic principles of health maintenance**

3.5.5. Identify practices that promote cleanliness and hygiene

4. Occupational Knowledge

4.1. **Understand basic principles of getting a job**

4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

4.1.2. Interpret job applications, resumes, and letters of application

5. Government and Law

5.3. **Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice**

5.3.1. Interpret common legal forms, rules, and ordinances

5.1. **Understand voting and political process**

5.1.1. Identify voter qualifications

5.1.2. Interpret a voter registration form

5.1.3. Interpret a ballot

ESL Advanced

1. Consumer Economics

1.4. **Understand methods and procedures to obtain housing and services and related maintenance**

1.4.2. Interpret classified ads and other information to locate housing

1.4.4. Interpret information to obtain housing utilities

1.4.8. Recognize home theft and fire prevention measures

1.2. **Apply principles of comparison shopping in the selection of goods and services**

1.2.1. Interpret advertisements, labels, or charts to select goods and services

1.2.2. Compare price or quality to determine the best buys for goods and services

1.2.3. Compute discounts

1.2.4. Compute unit pricing

1.3. **Understand methods and procedures used to purchase goods and services**

1.3.3. Identify methods used to purchase goods and services

1.3.1. Compare different methods used to purchase goods and services

1.3.5. Use coupons to purchase goods and services

1.3.4. Use catalogs, order forms and related information to purchase goods and services

1.3.7. Interpret information or directions to locate consumer goods

1.1. **Use weights, measures, measurement scales, and money**

1.1.3. Interpret maps and graphs

1.8. **Use banking and financial services in the community**

1.8.1. Demonstrate the use of savings and checking accounts

1.8.2. Interpret the procedures and forms associated with banking services

1.6. **Understand consumer protection laws and resources**

1.6.1. Interpret food packaging labels

1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.6.2. Identify consumer protection resources available when confronted with fraudulent tactics

1.7. **Understand procedures for care, maintenance, and use of personal possessions**

1.7.2. Interpret clothing care labels

1.7.3. Interpret operating instructions, directions, or labels for consumer products

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations**

1.9.7. Recognize what to do in case of automobile emergencies

1.9.4. Interpret maps

2. <u>Community Resources</u>

2.1. **Use the telephone and telephone book**

2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls

2.1.1. Use the telephone directory and related publications to locate information

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.3. Locate medical and health facilities in the community

2.5.5. Identify educational services and facilities and how to use them

2.5.9. Identify child care services in the community

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications

2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries

2.2. **Understand how to locate and use different types of transportation and interpret related travel information**

2.2.1. Ask for, give, follow, or clarify directions

2.2.4. Interpret transportation schedules and fares

2.2.5. Use maps relating to travel needs

2.6. **Use leisure time resources and facilities**

2.6.2. Locate information in T.V., movie, and other recreational listings

2.6.4. Interpret restaurant menus and compute related costs

2.6.1. Interpret information about recreational and entertainment facilities and activities

3. <u>Health</u>

3.1. **Understand common ailments and seek appropriate medical assistance**

3.1.1. Interpret information about illness, including the description of symptoms and doctor's directions

3.3. **Understand how to select and use medications**

3.3.2. Interpret medicine label

3.4. **Understand basic health and safety procedures**

3.4.1. Interpret product label directions, warnings, danger signs, and symbols

3.4.2. Identify safety measures that can prevent accidents and injuries

3.4.5. Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5. **Understand basic principles of health maintenance**

3.5.5. Identiry practices that promote cleanliness and hygiene

3.5.9. Identify practices that promote physical well being

3.5.4. Identify practices that promote dental health

3.5.8. Identify practices that promote mental well being

3.2. **Understand medical and dental forms and related information**

3.2.1. Fill out medical health history forms

4. Occupational Knowledge

4.1. **Understand basic principles of getting a job**

4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

4.1.2. Interpret job applications, resumes, and letters of application

4.1.6. Interpret general work-related vocabulary (e.g., experience, swing shift)

4.1.4. Identify and use information about training opportunities

4.1.5. Recognize standards of behavior and dress for job interviews and select appropriate questions and responses during job interviews

4.1.8. Identify appropriate skills and education for getting a job in various occupational areas

5. Government and Law

5.3. **Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice**

5.3.2. Identify procedures for obtaining legal advice

5.1. **Understand voting and political process**

5.1.1. Identify voter qualifications

5.1.2. Interpret a voter registration form

1. Consumer Economics

1.1. **Use weights, measures, measurement scales, and money**

1.1.6. Count, convert, and use coins and currency and ($) and (.)

1.1.3. Interpret maps and graphs

1.5. **Apply principles of budgeting in the management of money**

1.5.3. Interpret bills

1.3. **Understand methods and procedures used to purchase goods and services**

1.3.5. Use coupons to purchase goods and services

1.6. **Understand consumer protection laws and resources**

1.6.1. Interpret food packaging labels

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations**

1.9.1. Interpret highway and freeway signs

2. Community Resources

2.3. **Understand concepts of time**

2.3.1. Interpret clock time

2.3.2. Identify the months of the year and the days of the week

2.1. **Use the telephone and the telephone book**

2.1.2. Identify the procedures to locate emergency numbers and place emergency calls

2.1.1. Use the telephone directory and related publications to locate information

2.1.4. Interpret telephone billings

2.2. **Understand how to locate and use different types of transportation & interpret related travel information**

2.2.1. Ask for, give, follow, or clarify directions

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets and publications

2.6. **Use leisure time resources and facilities**

2.6.4. Interpret restaurant menus and compute related costs

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3. Health

3.4. **Understand basic health and safety procedures**

3.4.1. Interpret product label directions, warnings, danger signs, & symbols

3.4.2. Identify safety measures that prevent accidents and injuries

3.3. **Understand how to select and use medications**

3.3.1. Identify and use necessary medications

3.3.3. Identify the difference between prescription, over-the-counter, and generic medications

3.5. **Understand basic principles of health maintenance**

3.5.5. Identify practices that promote cleanliness and hygiene

3.5.9. Identify practices that promote physical well being

3.5.6. Interpret information and identify agencies that assist with family planning

3.5.8. Identify practices that promote mental well being

4. Occupational Knowledge

4.1. **Understand basic principles of getting a job**

4.1.1. Identify governmental forms related to seeking work , such as applications for social security

4.1.3. Identify and use sources of information about job opportunities such as job descriptions & job ads

4.4. **Understand materials & concepts related to job training,employment, keeping a job and getting a promotion**

4.4.1. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion

5. Government and Law

5.1. **Understand voting and political process**

5.1.1. Identify voter qualifications

ABE Intermediate

1. Cosumer Economics

1.1. **Use weights, measures, measurement scales, and money**

1.1.6. Count, convert, and use coins and currency and ($) and (.)

1.1.7. Interpret product container weight and volume

1.1.1. Interpret recipes

1.1.3. Interpret maps and graphs

1.1.5. Interpret temperatures

1.1.4. Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height or weight.

1.4. **Understand methods and procedures to obtain housing and services and related maintenance**

1.4.4. Interpret information to obtain housing utilities

1.4.8. Recognize home theft and fire prevention measures

1.5. **Apply principles of budgeting in the management of money**

1.5.1. Interpret information about personal and family budgets

1.5.3. Interpret bills

1.3. **Understand methods and procedures used to purchase goods and services**

1.3.7. Interpret information or directions to locate consumer goods

1.3.5. Use coupons to purchase goods or services

1.2. **Apply principles of comparison shopping in the selection of goods and services**

1.2.1. Interpret advertisements, labels, or charts to select goods and services

1.7. **Understand procedures for care, maintenance, and use of personal possessions**

1.7.3. Interpret operating instructions, directions, or labels for consumer products

1.7.2. Interpret clothing care labels

1.6. **Understand consumer protection laws and resources**

1.6.1. Interpret food packaging labels

1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.9. **Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations**

1.9.8. Interpret information about automobile insurance

2. Community Resources

2.1. **Use the telephone and the telephone book**

2.1.1. Use the telephone directory and related publications to locate information

2.1.3. Interpret information about time-zones

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.4. Read, interpret, and follow directions found on signs and directories

2.5.5. Identify educational services and facilities and how to use them

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications

2.5.9. Identify child care services in the community

2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries

2.2. **Understand how to locate and use different types of transportation & interpret related travel information**

2.2.4. Interpret transportation schedules and fares

2.2.5. Use maps relating to travel needs

2.4. **Use the services provided by the Post Office**

2.4.1. Address letters, envelopes, and packages

2.6. **Use leisure time resources and facilities**

2.6.4. Interpret restaurant menus & compute related costs

3. Health

3.1. **Understand common ailments and seek appropriate medical assistance**

3.1.1. Interpret information about illness, including description of symptoms & doctor's directions

3.3. **Understand how to select and use medications**

3.3.1. Identify and use necessary medications

3.5. **Understand basic principles of health maintenance**

3.5.2. Select a balanced diet using the basic food groups

3.5.1. Interpret nutritional and related information listed on food labels

3.5.6. Interpret information and identify agencies that assist with family planning

3.5.4. Identify practices that promote dental health

3.4. **Understand basic health and safety procedures**

3.4.5. Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained

3.2. **Understand medical and dental forms and related information**

3.2.1. Fill out medical health history forms

4. Occupational Knowledge

4.1. **Understand basic principles of getting a job**

4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

4.1.2. Interpret job applications, resumes, and letters of application

4.1.1. Interpret governmental forms related to seeking work such as applications for social security

4.1.4. Identify and use information about training opportunities

4.1.7. Identify appropriate behavior and attitudes for getting a job

4.1.5. Recognize standards of behavior and dress for job interviews and select appropriate questions and responses during job interviews

4.1.8. Identify appropriate skills and education for getting a job in various occupational areas

4.4. **Understand materials and concepts related to job training, employment, keeping a job and getting a promotion**

4.4.1. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion

4.4.2. Identify appropriate skills and education for keeping a job and getting a promotion

5. Government and Law

5.1. **Understand voting and political process**

5.1.1. Identify voter qualifications

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ABE Advanced

1. Cosumer Economics

1.1. Use weights, measures, measurement scales, and money

- 1.1.3. Interpret maps and graphs
- 1.1.4. Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight
- 1.1.7. Interpret product container weight and volume
- 1.1.8. Compute averages
- 1.1.2. Use the metric system

1.5. Apply principles of budgeting in the management of money

- 1.5.1. Interpret information about personal and family budgets
- 1.5.3. Interpret bills
- 1.5.2. Plan for major purchases

1.2. Apply principles of comparison shopping in the selection of goods and services

- 1.2.1. Interpret advertisements, labels, or charts to select goods and services
- 1.2.2. Compare price or quality to determine the best buys for goods and services
- 1.2.3. Compute discounts
- 1.2.4. Compute unit pricing

1.4. Understand methods and procedures to obtain housing services and related maintenance

- 1.4.4. Interpret information to obtain housing utilities
- 1.4.5. Interpret information about the rights of a renter and the rights of a landlord
- 1.4.7. Interpret information about home maintenance
- 1.4.8. Recognize home theft and fire prevention measures

1.3. Understand methods and procedures used to purchase goods and services

- 1.3.3. Identify methods used to purchase goods and services
- 1.3.1. Compare different methods used to purchase goods and services
- 1.3.4. Use catalogs, order forms, and related information to purchase goods and services
- 1.3.2. Interpret credit applications and recognize how to use and maintain credit

1.8. **Use banking and financial services in the community**

1.8.1. Demonstrate the use of savings & checking accounts

1.8.2. Interpret the procedures and forms associated with banking services

1.8.3. Interpret interest or interpret interest-earning savings plans

1.8.4. Interpret information about the types of loans available through lending institutions

1.6. **Understand consumer protection laws and resources**

1.6.1. Interpret food packaging labels

1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.6.2. Identify consumer protection resources available when confronted with fraudulent tactics

2. <u>Community Resources</u>

2.5. **Use community agencies and services**

2.5.1. Locate agencies that provide emergency help and how to effectively use them

2.5.5. Identify educational services and facilities and how to use them

2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications

2.5.9. Identify child care services in the community

2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries

2.4. **Use the services provided by the Post Office**

2.4.1. Address letters, envelopes, and packages

2.6. **Use leisure time resources and facilities**

2.6.4. Interpret restaurant menus and compute related costs

3. <u>Health</u>

3.4. **Understand basic health and safety procedures**

3.4.5. Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained

3.5. **Understand basic principles of health maintenance**

3.5.6. Interpret information and identify agencies that assist with family planning

3.2. **Understand medical and dental forms and related information**

3.2.1. Fill out medical health history forms

4. Occupational Knowledge

4.1. Understand basic principles of getting a job

4.1.8. Identify appropriate skills and education for getting a job in various occupational areas

4.1.4. Identify and use information about training opportunities

4.4. Understand materials and concepts related to job training, employment, keeping a job and getting a promotion

4.4.1. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion

4.4.2. Identify appropriate skills and education for keeping a job and getting a promotion

5. Government and Law

5.3. Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

5.3.2. Identify procedures for obtaining legal advice

5.1. Understand voting and political process

5.1.1. Identify voter qualifications

5.1.3. Interpret a ballot

5.4. Understand concepts of taxation

5.4.2. Compute or define sales tax

5.4.1. Interpret income tax forms

5.4.3. Interpret tax tables

GRID DRILL TECHNIQUE

Purpose:

To review various sentence types and verb tenses. The grid can be used as a cumulative review exercise, repeating the exercise and expanding on it as a new form is introduced.

Brief Description:

The student(s) look at their grid while the tutor give them a cue. They respond with a sentence that fits the teacher's cue. There are four possible cue types in the grid example given below.

Verb:	go, work, like, try, etc...
Person:	John, Maria, we, they, I, you, etc...
Type:	Affirmative, Negative, Question
Tense:	Today, Yesterday, Tomorrow, etc...

SAMPLE GRID:

	AFFIRMATIVE	*NEGATIVE*	*QUESTION*
	+	--	?
EVERYDAY			
TODAY			
YESTERDAY			
TOMORROW			

GRID DRILL TECHNIQUE

Illustrated Example:

Variations

1) The cues and instructions can be varied in a number of ways, and can be linked to a particular *Life Skill* area, such as interviewing for a job.

2) Make a large grid for the wall and point to the cues rather than speaking them.

3) Try the exercise occasionally as a rapid-fire game/quiz.

4) A student can lead the class.

GRID DRILL TECHNIQUE

Notes

1. It is helpful to develop a series of symbols such as these:

   \+ = affirmative sentence
   (ex. I am ready to start work tomorrow.)

   \- = negative sentence
   (ex. I don't mind working second shift.)

   ? = question
   (ex. When would you like me to start?)

   -? = negative question
   (ex. Aren't we going to discuss benefits?)

   +,-? = negative tag question
   (ex. I would be trained to do that, wouldn't I?)

   -,+? = affirmative tag question
   (ex. I wouldn't have to work on Sunday, would I?)

2. The tense expressions can also be developed into one word or shart phrases, such as:

yesterday	=	past tense
have just	=	present perfect tense
tomorrow at 2 o'clock	=	future continuous

3. Take Care! There will probably be places where the grid will not work. For example, imperative forms do not fit easily into the grid. Obviously the grid should not be used for forms that will cause confusion. The Grid Drill should be considered a ***technique*** rather than an ***approach*** to teaching language. As with any skill-building technique, the grid drill should be used sparingly. It may be best used to help students prepare for participation in more holistic communication activities, or to help students reinforce skill area needs that become apparent after such activities.

4. Encourage creativity and expansion. Students will often want to "take it a step further." Let them lead you to the language they are ready to begin to try to use.

GRID DRILL TECHNIQUE

A Sample Format)

The sample below is presented as one possible way to set up a Grid Drill. Many other approaches are possible.

	+	-	?	-?	+,-?	-,+?
everyday (simple present)						
now (present progressive)						
yesterday (past)						
going to (future)						
will (future)						
have just (present perfect)						
all week (present perfect progressive)						
yesterday at 2:00 (past progressive)						
used to (past habitual)						
should, etc.. (modal simple)						
should have, etc.. (modal past)						

The source for the Grid Drill technique is:

Clark, Raymond C. (1987). Language teaching techniques: Resource Handbook Number 1 (Second, Revised Edition). Brattleboro, Vermont: Pro Lingua Associates. *Used with permission. [Available for $10.95 + shipping; Phone (800) 366-4775]*

LESSON PLANNING EXERCISE

_____ _____
(Student Name) *(Date)*

Life Skill Area: _____

Basic Skills:

Grammatical/Structural: _____

_____

Functional/Notional: _____

_____

Special Vocabulary: _____

Other: _____

Lesson Objectives:

Special Materials Needed:

Procedures:

Time	Activities

How will you evaluate the success of this lesson?

Notes for next lesson:

WORKSHOP EVALUATION

1. My ability to distinguish between *Basic* and *Life Skills* in ESL instruction:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Good Limited Poor

2. My ability to differentiate between different curricular approaches to ESL:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Good Limited Poor

3. My level of familiarity with the commercially-available ESL material used as samples in the workshop:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Good Limited Poor

4. My knowledge of the Constructalog technique:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Limited Poor

WORKSHOP EVALUATION

5. My knowledge of the Grid Drill technique:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Good Limited Poor

6. My ability to create lesson plans that teach ESL basic skills in life skills contexts:

Before the Workshop

Very Good Good Limited Poor

After the Workshop

Very Good Good Limited Poor

7. The best part of the workshop was:

8. The workshop could be improved by: